

**Lockport City School District**  
**ELA Grade 1**  
**Unit 3**  
**Aligned to the Common Core 2011-2012**

**Unit 3 Title:** Changes

**Rationale:** Students who are college and career ready will develop personal, cultural, textual, and topic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

**Duration:** 10 weeks

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note: highlighted standards are formally assessed within this unit.**

**Reading for Literature**

Ask and answer questions about key details in a text. (RL.1.1)

Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL. 1.2)

Describe characters, settings, and major events in a story, using key details. (RL.1.3)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5)

Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7)

Compare and contrast the adventures and experiences of characters in stories. (RL.1.9a)  
a. With prompting and support, students will make cultural connections to text and self.

Make connections between self, text and the world around them (text, media, social interaction) (RL.1.11)

### **Reading for Information**

Ask and answer questions about key details in a text. (RI.1.1)

Identify the main topic and retell key details of a text. (RI.1.2)

Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)

Use the illustrations and details in a text to describe its key ideas. (RI.1.7)

Identify the reasons an author gives to support points in a text. (RI.1.8)

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)

With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)

### **Reading Foundational Skills**

Demonstrate understanding of the organization and basic features of print. (RF.1.1)

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3)

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension. (RF.1.4)

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing

Write informative/explanatory texts in which they introduce a topic, supply some facts about the topic, and provide a sense of closure. (W.1.2)

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)

With guidance and support from peers and adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.1.6)

Participate in shared research and writing projects. (W.1.7)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.1.11)

### Language

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.1.1a,b,e)

a. Print all upper- and lowercase letters.

b. use common, proper, and possessive nouns

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

h. Use determiners (e.g., articles, demonstratives).

Demonstrate command of the conventions of standard (L.1.2a-e)  
English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. (L.1.4)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (L.1.5)

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

### **Speaking and Listening**

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (SL.1.1)

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.
- d. Seek to understand and communicate with individuals from different cultural \ backgrounds.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.1.2)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)

Produce complete sentences when appropriate to task and situation (SL.1.6)

### ESSENTIAL QUESTIONS:

- How people and things in nature change and grow?

### BY THE END OF THIS UNIT, STUDENTS WILL KNOW: (What do I need to teach?)

- **Strategies to teach while reading literature:** *How to* identify Main Idea, Supporting Details, Facts, Illustrations, and Organization as a Trait of Writing. How to describe characters, setting, and sequence of events. How to identify words or phrases that suggest feelings/senses. How to compare and contrast fiction texts.
- **Strategies for determining the following when reading informational text:** *How to* employ knowledge of literary language, textual features and forms. How to read, comprehend, reflect upon and interpret literary texts from a variety of genres and

### BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO: (What do I need to model, coach the development of, and ask students to perform/do?)

- **Students will respond to literature:** Main Idea, Supporting Detail, Facts, Illustration, and Organization as a Trait of Writing. Describe characters, setting, and sequence of events. How to identify words or phrases that suggest feelings/senses. Compare and contrast fiction texts.
- **Identify, from informational text read:** by employing knowledge of literary language, textual features and forms. They will read, comprehend, reflect upon and interpret literary texts from a variety of genres and

<p>community cultures. How to connect between main ideas and information within the text. How to identify: Table of Contents, Glossary, Headings, Title Page, and maps. How to identify author's purpose. How to compare and contrast nonfiction texts.</p> <ul style="list-style-type: none"> <li>• <b>Strategies for writing informative/explanatory text:</b> <i>How to</i> respond to the guiding questions for topic, create a main idea, use supporting details, use facts from varied sources, revise, illustrate, make notes, and demonstrate effective organization. Demonstrate how to sequence events using time order words in pictures and writing.</li> <li>• <b>Strategies for selecting appropriate research and publication tools online.</b></li> <li>• <b>Strategies for applying and improving use of conventions:</b> Demonstrate how to use proper use of capitalization, punctuation and spelling when writing. Teach nouns (common, proper, possessive, singular, and plural nouns), inflectional and comparative endings (ed). Demonstrate past, present and future verbs. Word classification. Demonstrate context clues within a sentence</li> <li>• <b>Strategies for demonstrating speaking, listening, and collaborative learning skills:</b> <i>How to</i> demonstrate active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, and using drawing to share details.</li> </ul>	<p>community cultures. They will connect between main ideas and information within the text. They will identify: Table of Contents, Glossary, Headings, Title Page, and maps. How to identify author's purpose. How to compare and contrast nonfiction texts.</p> <ul style="list-style-type: none"> <li>• <b>As writers of informative/explanatory text,</b> students will respond to the guiding questions for topic, create a main idea, use supporting details, use facts from varied sources, revise, illustrate, make notes, and demonstrate effective organization. Demonstrate how to sequence events using time order words in pictures and writing.</li> <li>• <b>Use internet to research and publish writing.</b></li> <li>• <b>Apply conventions:</b> Students will demonstrate how to properly use capitalization, punctuation, spelling, nouns (common, proper, possessive, singular, and plural nouns), inflectional and comparative endings (ed) when writing. Demonstrate past, present and future verbs. Students will demonstrate understanding of classifying words and their relationships.</li> <li>• <b>Demonstrate speaking, listening, and collaborative learning skills:</b> Students will demonstrate active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, and using drawing to share</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Strategies for Applying Foundational Reading Skills:</b> <i>How to</i> follow words left to right independently, recognize high frequency words by sight, and read emergent reader text accurately, fluently with comprehension. Teach features of a complete sentence. Phonemic Awareness: words, syllables, sounds, CVC, CVCE, consonant diagraphs. Utilize context clues</li> </ul>	<p>details.</p> <p><b>Foundational Reading Skills:</b> Students will follow words left to right independently, Pronounce CVC and CVCE words accurately, Recognize high frequency words by sight, and read emergent reader text accurately, fluently with comprehension. Understand features of a complete sentence. Demonstrate phonemic awareness: words, syllables, sounds, CVC, CVCE, consonant diagraphs. Utilize context clues.</p>
<b>PHASE TWO: ASSESSMENT EVIDENCE</b>	
<p><b>Assessment Task:</b></p> <p><b>Unit 3 Culminating Task</b></p>	<p><b>Formative Assessment Process:</b></p>
<p><b>What will the student do or produce to demonstrate their understanding and abilities?</b></p>	<ul style="list-style-type: none"> <li>• <b>How will the teacher support performance on this task?</b></li> <li>• <b>How will the teacher formatively assess student work and provide feedback?</b></li> </ul>
<p><b>Students will.....</b></p> <ul style="list-style-type: none"> <li>• Learners will, with teacher support, think about what is a season and what are the seasons.</li> <li>• They will brainstorm potential questions that will then guide their research about each season. <u>This will be captured on their note-sheet.</u> (RI.1.1) (W.1.5)</li> <li>• Learners will search a variety of informational texts to find examples of seasonal characteristics/activities that relate to each season. They will determine what the main topic is of each text they read as well as several key details. <u>This will be captured on their note-sheet.</u> (RI.1.2) (W.1.7)</li> </ul>	<p><b>Teacher will.....</b></p> <ul style="list-style-type: none"> <li>• Lead a full class conversation about the seasons and capture student's collective ideas on what a season is and what the seasons are.</li> <li>• Support writers as they capture guiding questions for research on their note-sheets/webs.</li> <li>• Provide access to various print and digital texts about seasons. Guide them toward the identification of main topics and key details. Support them in documenting in note-sheets.</li> <li>• Provide support to writers as they complete the writing task. Collect. Use rubric to capture baseline</li> </ul>

<ul style="list-style-type: none"> <li>• Each learner will independently create a web that organizes their ideas for each season. They will create one paragraph that describes each season based on their web. (RI.1.4) (W.1.2) (W.1.5) (W.1.7) (L.1.1 b), (L.1.2 a-e).</li> <li>• They will use teacher feedback to revise and improve their work, which may then be used for formative assessment purposes. (RI.1.4) (W.1.2) (W.1.5)(W.1.7) (L.1.1 b), (L.1.2 a-e)</li> <li>• Learners will study their seasonal webs. Then they will pick an activity that correlates to their favorite season. They will write one narrative paragraph in which they recount two or more appropriate sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure. (RI.1.6)(W.1.2) (W.1.3) (W.1.5)</li> <li>• Using their ideas from their webs and narratives, students will create a project using digital tools. (RL.1.4)(RI.1.6)(RI.1.2)(W.1.2)(W.1.6)(W.1.11) (L.1.1 b), (L.1.2 a-e)</li> <li>• Learners will use a criteria-specific rubric to self-assess and <u>the note-sheet/web to reflect and set goals</u>. They will revise their narrative, which will be submitted to the teacher for formative assessment purposes. (W.1.2) (W.1.5) (W.1.6) (W.1.11) (L.1.1 b), (L.1.2 a-e)</li> <li>• The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific</li> </ul>	<p>assessment data and frame feedback for writers.</p> <ul style="list-style-type: none"> <li>• Provide feedback to writers on writing tasks and guide revisions. Collect for assessment purposes, if you wish.</li> <li>• Help writers draft their narrative about their seasonal activity.</li> <li>• Support writers as they use rubric to self-assess, reflect, and set goals. These will be captured in note-sheets/webs.</li> <li>• Support them in revisions, and collect.</li> <li>• Use rubric to capture baseline assessment data and frame feedback to writers.</li> <li>• Provide feedback to writers and coach them to use peer-review process. Help them capture findings from peer review in note-sheets.</li> <li>• Support writers as they revise in response to feedback and publish final projects using digital tools. Collect and use for assessment purposes, if you wish.</li> </ul>
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<p>feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their <u>note-sheets</u>. (W.1.5) (SL.1.3) (SL.1.6)</p> <ul style="list-style-type: none"><li>• Learners will revise their work in response to feedback received and publish it for an authentic audience. This may be used for summative assessment purposes. (W.1.2) (W.1.5)(W.1.11) (L.1.1 b), (L.1.2 a-e)</li></ul>		
<p><b>PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK</b></p>		
<p><b>MOMENT:</b></p>	<p><b>PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:</b></p>	<p><b>USING THESE RESOURCES:</b></p>
<p><b>GUIDED READING</b></p>	<p>Target comprehension, fluency, listening and speaking and/or language skills</p>	<p>Textbook leveled readers Unit 3</p> <p>Rubrics Checklists Annotated Records</p>

<b>SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT</b>	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Cause and Effect</li> <li>• Author’s Purpose</li> <li>• Compare and Contrast</li> <li>• Supporting Details</li> <li>• Sequencing</li> <li>• Drawing Conclusions</li> <li>• Theme</li> <li>• Plot</li> <li>• Verbs</li> <li>• Use of Facts</li> <li>• Text</li> <li>• Illustration</li> <li>• Organization as a Trait of Writing</li> <li>• Active Listening</li> <li>• Taking turns as others speak</li> <li>• Speaking Clearly</li> <li>• Sharing facts found</li> <li>• Asking questions for clarification</li> <li>• Using drawings to share to details</li> </ul>	<p>Individual or small group—selected text relevant to themed topics</p> <p>An Egg is an Egg by Nicki Weiss  Ruby in Her Own Time by Jonathan Emmett  Jan’s New Home by Angela Shelf Medearis  Frog and Toad Together by Arnold Lobel  I’m a Caterpillar by Jean Marzollo  Where Are My Animal Friends? by William Chin</p> <p><i>Mr. George Baker by Amy Hest</i>  <i>What Makes the Seasons? By Megan M. Cash</i></p> <p>Rubrics  Checklists  Annotated Records</p>
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